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ABSTRACT

Background readings and project ideas to involve elementary and secondary school students in fundraising for the restoration of the Statue of Liberty are provided. Materials can be divided into two sections. The first section, background readings, contains President Ronald Reagan's opening remarks at the ceremony introducing the Statue of Liberty-Ellis Island Centennial Commission; "Lady Liberty Needs You," an address to students from commission chairman Lee Iacocca; a statement of support from the National Education Advisory Committee; background goals of the Statue of Liberty-Ellis Island Foundation; a history of the Statue of Liberty; and a history of Ellis Island and its role in immigration. The second section contains activity ideas for several subject areas and guidelines on how to set up a Liberty Centennial school or association campaign. Additional information includes a bibliography, a list of members of the National Education Advisory Committee, a chart of the Statue of Liberty restoration plans, and Statue of Liberty vital statistics. (LP)

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LIBERTY CENTENNIAL
STUDENT CAMPAIGN MANUAL

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STATUE OF LIBERTY
ELLIS ISLAND CENTENNIAL COMMISSION

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Chains unshackled at her feet, the Statue of Liberty holds aloft the torch that has lit the way for millions of immigrants to begin new lives. After almost 100 years the huge statue is now in need of major preservation work to prepare for her 1986 Centennial. Photo: National Park Service, Statue of Liberty National Monument.

A woodcut of the fireworks-lit scene in New York Harbor at the official dedication of the Statue of Liberty on October 28, 1886. Credit: New York Public Library, Astor, Lenox & Tilden Foundations

REMARKS OF THE PRESIDENT AT CEREMONY INTRODUCING THE STATUE OF LIBERTY-ELLIS ISLAND CENTENNIAL COMMISSION

I think our vision of liberty is reinforced by shared symbols and experiences. Perhaps the strongest image of them all is the one that for millions of Americans was their first glimpse of America, that Statue of Liberty.

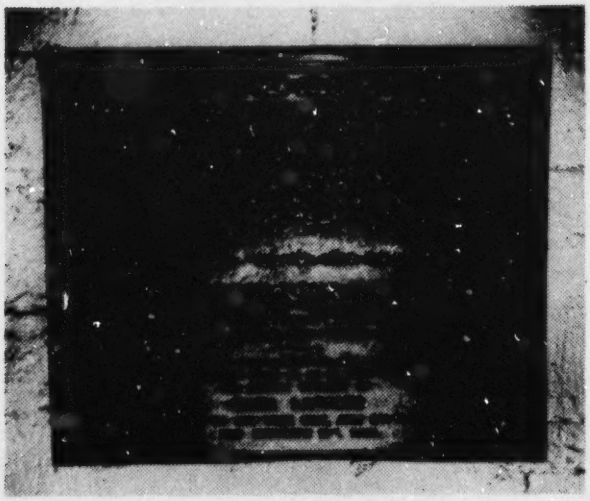
At the turn of the century, America was blessed with an influx of new immigrants who became citizens and played a significant role in building our country and protecting our freedom. Most of them entered under the shadow of the Statue and were processed into the United States, as we know, through Ellis Island. Between 1892 and its closing in 1954, Ellis Island was the clearing house for millions of immigrants. Many who passed through the gates at Ellis Island had little more than what they carried with them. Yet they possessed a determination that with hard work and freedom, they would live a better life and their children even more so.

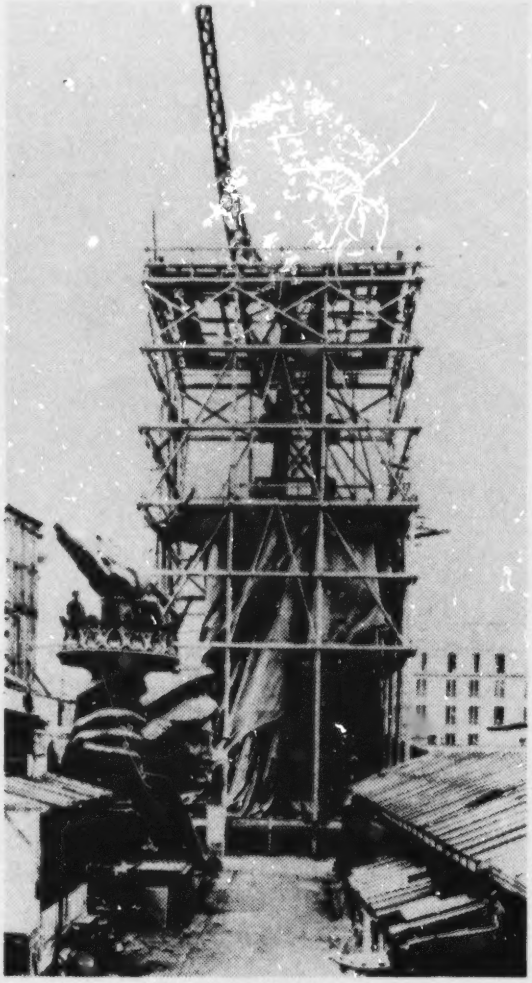
They were captured by the American dream and both they and their new country were the better for their efforts and their faith because they not only came here for something but just as they came from every corner of the world, they brought something from every corner of the world to this great melting pot. And maybe in so doing, they proved how artificial are the prejudices and the hatreds that exist in the world because we proved that we could all mix and... to this day, one of the first questions you usually ask when you make friends with someone is, what is their ancestry, what country, and it used to be that they'd say Irish or German or French or whatever and now they have to say three or four names because they've mixed. In fact, I've got three in mine — Irish, English and Scotch — but our children can add a fourth and have another country now. But today we declare that no longer functioning as it was, Ellis Island as a processing center, its contribution is not over. It remains a unifying memory for millions of our citizens.

Our goal is to restore the main building at Ellis Island in time for the celebration of the Statue of Liberty in 1986. I might add one note. The Statue of Liberty was built with funds contributed by people from all over France. The base was constructed in part with contributions from American school children. And restoring Ellis Island, another monument to our freedom, is worthy of the same kind of heartfelt, voluntary effort. Both the Statue of Liberty and Ellis Island can help us all remember how grateful we should be to live in this land of freedom and good will.

Ronald W. Reagan
President of the United States

The stirring poetry of New York-born Emma Lazarus gave the Statue of Liberty added meaning as a symbol of hope for those seeking freedom. Many people have memorized her lines beginning, "Give me your tired, your poor. . ." Photo: National Park Service, Statue of Liberty National Monument.





Assembly of the Statue of Liberty was done outside sculptor Bartholdi's commissioned workshop, Gaget, Gauthier et Cie. The iron pylon and arm support shown were by engineer Gustave Eiffel who later designed the Eiffel Tower. Photo: New York Public Library, Astor, Lenox & Tilden Foundations

The famous 14-line poem, or sonnet, by Emma Lazarus is commemorated with a bronze tablet in the pedestal of the Statue of Liberty. It received little attention when first written, in 1883. Photo: National Park Service

A Message to Students:

LADY LIBERTY NEEDS YOU!

Dear Students:

You are all familiar with the Statue of Liberty. You've read about it in school; perhaps you've even visited it and climbed the narrow staircase inside the statue to a lookout in Lady Liberty's crown.

The statue was given to the United States by France in 1884 as a symbol of friendship and of the liberty that citizens enjoy under our government. It was assembled on Liberty Island and dedicated in 1886. So it has been standing for nearly 100 years in the New York harbor, serving as a welcoming beacon, an inspiration.

Those years have taken a toll on the statue, and Lady Liberty is wearing out. I am chairman of a commission announced by President Reagan to advise on the restoration and preservation of the Statue and Ellis Island. The Statue of Liberty-Ellis Island Foundation was formed to raise the necessary money. Ellis Island is located across from Liberty Island and is the station where 17,000,000 immigrants had to pass through to become citizens of the United States. Many of you probably have relatives who entered the United States through Ellis Island.

Altogether, we are trying to raise $230 million.

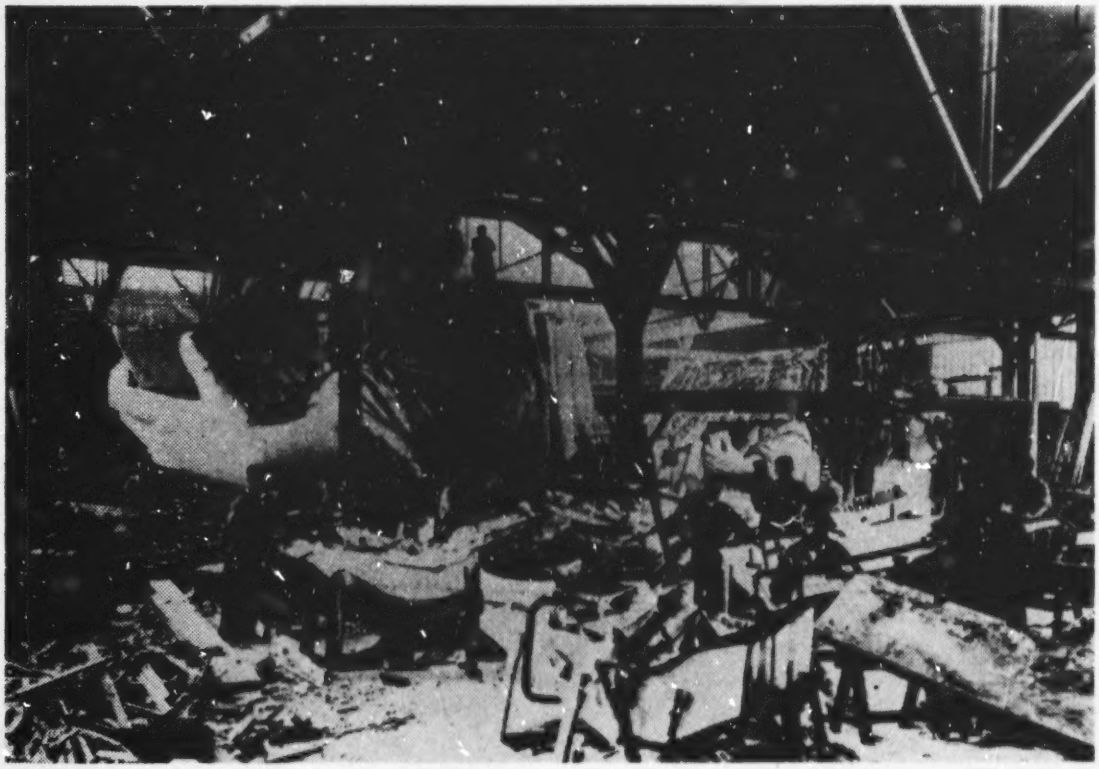
Why am I asking you to help? The children of France and the United States contributed much of the money required to assemble the statue on Liberty Island nearly a century ago. I would like today's kids to be able to contribute to the restoration. Here's the challenge: While it took a little more than half a million dollars to build the statue in 1884, it will require many millions to repair it. Raising the money is no easy task. But if every classroom in the nation gets behind the project, our goal is realistic.

How can you help Lady Liberty? First, with your teacher make decisions about organizing your fund-raising efforts. You may want to establish a "Save the Statue" committee right in your classroom. Discuss the amount of time you'll spend. Will you involve other classes? Who will present your ideas to the principal? Will you involve community businesses and organizations?

Once you've organized, decide how you are going to raise the money. Many schools have successfully used car washes, cleanup days, readathons, bake sales, used toy and book sales to raise money. And those ideas are all good ones. But whatever method you choose, remember that each of you must know why it's important to save the statue so that you can convince others to pitch in. To do this, learn as much about the Statue of Liberty as possible. Share your knowledge not only with those at school and at home, but with local newspapers and radio and TV stations that might cover your efforts.

I hope you'll join me in this cause. Send class contributions to the Statue of Liberty/ Ellis Island Foundation, Inc., P.O. Box 1986, New York, New York 10018. Each contribution will be acknowledged. With your help, Lady Liberty will look great for her one-hundredth birthday. And you'll have played a part in preserving a national symbol.

Lee A. Iacocca
Chairman
Statue of Liberty-Ellis Island
Centennial Commission



Craftsmen in Paris built wooden molds for forming the Statue of Liberty's copper skin. They were guided by several full size plaster models, one of which is seen at rear. Photo: New York Public Library, Astor, Lenox & Tilden Foundations

STATEMENT OF SUPPORT BY THE NATIONAL EDUCATION ADVISORY COMMITTEE

The subscribers to this statement are members of the National Education Advisory Committee appointed by the Statue of Liberty-Ellis Island Centennial Commission. We strongly support the Commission's goal of restoring and preserving the Statue and Ellis Island. To that end, we endorse a Liberty Centennial Student Campaign to begin in February 1984 and end in 1986, the year of the Statue of Liberty Centennial. We pledge our best efforts to the success of this activity, including the essential fund raising.

Conceived as a gift from the people of France to the people of America, the Statue of Liberty was a tribute to this nation's devotion to democracy and freedom. The children of France contributed funds for the construction of the Statue itself. American young people correspondingly contributed the money needed to build the pedestal upon which the Statue rests.

Now, a century later, the Statue and Ellis Island, which served as the entry point for millions who came to America to escape oppression and hunger, are in serious disrepair. Students throughout the United States are once again responding to a call for help. With the encouragement and support of their teachers, families and communities, school children have begun to lead the way — not only by contributing money, but by participating in classroom and school projects and calling public attention to the plight of the Statue and Ellis Island. The total needed for this entire project is $230 million, of which we hope the young people of America will contribute a significant part.

In response to the sincere, unselfish interest demonstrated by our young people and to thousands of requests for information as to how they can contribute to the restoration project, the National Education Advisory Committee has reached the following consensus:

— The Statue of Liberty-Ellis Island project provides a rare opportunity to awaken a broader and deeper understanding by our young people — and indeed, all Americans — of American values symbolized by the Statue and the Island.

— The benefits of enlisting cooperation among students in fundraising activities dedicated to a broadly unifying patriotic cause are extraordinarily important in and of themselves, but they are transcended by the educational opportunities to instill in young people, through the study of the Statue and Ellis Island, a sense of our history, heritage and traditions of liberty.

— Awareness of the *linkage* between the Statue of Liberty, whose torch is raised as a welcoming beacon at the doorway of a nation born in the struggle for liberty and ever since dedicated to opposing tyranny, and Ellis Island, where millions took their first steps toward becoming Americans, is necessary to a full understanding of the promise of America.

— This was the promise held out to the people who came here seeking what the Statue symbolizes. Because of them, a society was created that is unique in its embrace of so many ethnic, racial, cultural and religious strengths. The adjustments these people made in creating a whole new life on this continent deserve to be remembered. We hope to serve as a catalyst in reviving and encouraging the

study of this historical experience.

Because of the complexities of our society today, people are seeking a reaffirmation — "beyond the melting pot" — of their special identities. We feel the need to encourage a memorable teaching and learning experience so that these national symbols of our precious heritage of freedom will be more fully understood, even by those who have experienced great difficulty in achieving that heritage.

Upon these beliefs rests our commitment to a Liberty Centennial Student Campaign.

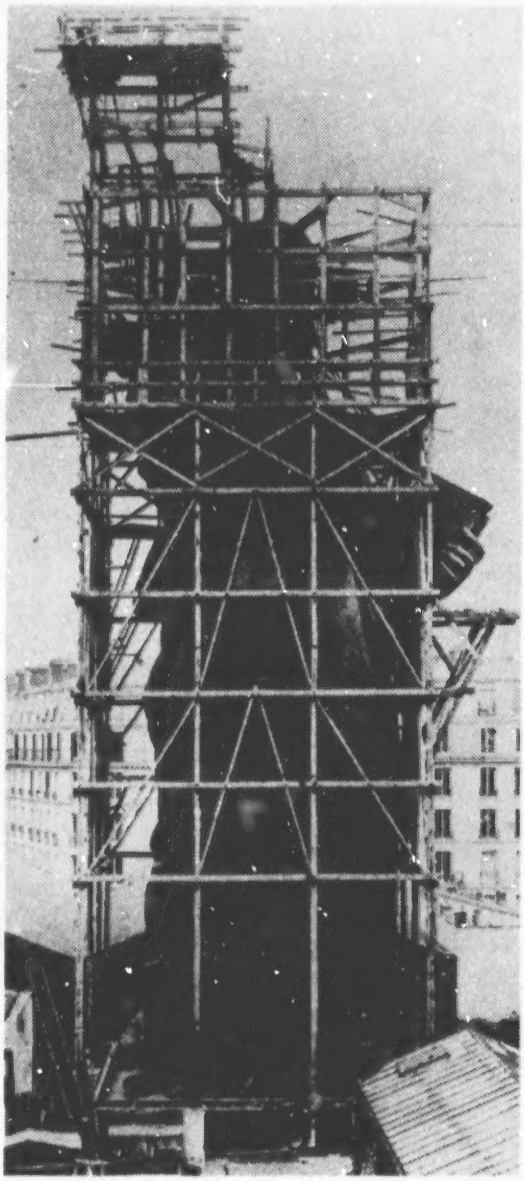
We seek to assure that every student (at the elementary, secondary and college level) will have an opportunity to participate in this historical restoration experience.

We ask our colleagues in the educational community to join us in the Student Campaign by disseminating informational materials, heightening public awareness of the participation of young people, and recognizing their contributions at local and state levels. When the restoration effort is completed, we shall call upon these colleagues to join us in a tribute to student participation in order that future generations will be aware of what this generation contributed.

We are confident that it will be a matter of honor and pride for all young people to participate in the Liberty Centennial Student Campaign. In doing so, they will have an opportunity to demonstrate their dedication to the lessons and traditions of our past and their commitment to the preservation of this Nation's fundamental values for those who follow. By participating in the Campaign, today's students will have an opportunity to make the Statue of Liberty and Ellis Island monuments not only to history, but to the ideals of this and future generations.

*National Education Advisory Committee**

**See back of booklet for list of members.*



Completed, except for arm and torch, the Statue of Liberty soars above the roof tops of Paris encased in wooden scaffolding. Late in 1884 it was disassembled piece by piece for its voyage to New York on the frigate Isère. Photo: New York Public Library, Astor, Lenox & Tilden Foundation

THE STATUE OF LIBERTY-ELLIS ISLAND FOUNDATION

BACKGROUND AND GOALS

On May 18, 1982, President Reagan announced the formation of The Statue of Liberty-Ellis Island Centennial Commission and Lee A. Iacocca was appointed its Chairman.

The goals of the Commission and its operating affiliate, The Statue of Liberty-Ellis Island Foundation, are to raise $230 million to:

— restore and preserve the Statue of Liberty and Ellis Island
— establish a lasting memorial to the millions of immigrants who helped build the United States of America
— teach the traditions of liberty through the observance of the Statue of Liberty and Ellis Island Centennials

QUESTIONS AND ANSWERS

1. *The Foundation's goal is to raise $230 million. How is the money to be spent?*

$167 million for the restoration, preservation and improvement of the Statue of Liberty National Monument, which includes both Liberty Island and Ellis Island. This includes the repair and re-engineering of the Statue; improved visitor access to the islands and to the Statue, especially for the handicapped; upgrading of administration and concession buildings; restoration of the key buildings, especially the Great Hall on Ellis Island to recreate the immigrant experience for the visitor; redevelopment of the American Museum of Immigration and new space for a museum about the Statue; preservation of artifacts and historical documents; establishment of an amphitheatre, outdoor cafeteria and picnic area, and a Liberty Promenade.

$20 Million for the Endowment Fund for future maintenance of the National Monument.

$28 Million for Educational Programs and Centennial Celebrations to include the Liberty Centennial Student Campaign; computerization of genealogical research; establishment of a National Archival Center for Immigration; development of an oral history program; symposia for educators and business leaders; commemorating of the centennial of the gift of the Statue from the people of France in July 1984; observance of Liberty Centennial Week on July 4, 1986; a rededication ceremony on Liberty Island to mark the actual centennial on October 28, 1986; and appropriate centennial celebrations for Ellis Island in 1992.

$15 Million for Administrative and Fund-Raising Costs (6½ percent of the total goal).

2. *What are your plans for raising the $230 million?*

We hope to reach our goal through corporate sponsorships and gifts, foundation grants and most importantly, from the support of individuals throughout the country. In keeping with the history and tradition of the project, special plans to involve school children are underway. A national grass roots campaign will be crucial to the success of this celebration.

3. *How extensive are the repairs needed for the Statue of Liberty?*

Major repairs are needed, for example:

● All of the statue's interior iron strapwork which supports the copper skin must be replaced because of galvanic corrosion which has eroded the iron in contact with the copper. Modern alloys will be used to replace the existing 2,000-odd iron pieces, a few sections at a time.

● Every effort will be made to repair the ailing arm of the Statue which bears the

torch, without removing it. Support scaffolding must be put in place and copper skin sections removed before an absolute decision is made. If arm removal is needed, it will be at the shoulder joint.

- The original iron structural framework, designed by the famous French engineer Gustave Eiffel, is in good condition, however it must be strengthened and the arm and shoulder support juncture must be rebuilt.
- The statue's fragile torch above the viewing balcony must be removed and rebuilt. The original may be installed in the museum at the statue's base.
- All ornamental copperwork of the torch must be replaced.
- New torch glasswork and lighting equipment has to be installed, while retaining the shape of the original design.
- The famliar green patina will be retained and all needed replacements of the copper skin and rivets must be pre-patinized to match its appearance. The patina is a naturally-protective coating assumed by copper over time, but it can be induced in the new materials.
- Some areas of the copper skin have been distorted through galvanic corrosion and resultant expansion of the iron armature where it contacts the skin. These areas have to be reshaped to the original condition by traditional craftsmen.
- The entire statue must be bathed with detergent to remove rust stains, pollution particulates, and other foreign materials. The green patina will be stabilized with an anti-corrosion treatment.
- All interior paint and the original bitumen material applied between the copper skin and the iron armature need to be removed. The latter was designed to prevent corrosion but has trapped deleterious moisture. The interior skin also must be treated with an anti-corrosion preservative.

4. *Will the Statue be closed during the restoration work?*

Every effort will be made to keep the Statue open as much as possible. Liberty Island will be open during the entire period. The scaffolded Statue will be a rare and unusual sight.

5. *Who is in charge of the actual restoration work in the Statue of Liberty?*

The Foundation, in cooperation with the National Park Service, will be responsible for all restoration work on Liberty Island. The Foundation's Director of Restoration and Preservation will coordinate and oversee the restoration effort, with direct supervision of the execution of the work the responsibility of the construction manager on the staff.

6. *What are the plans for Ellis Island and when is the work expected to be completed?*

The Department of the Interior, with the advice of the Commission, will determine the plans for Ellis Island. It has already been decided that the Great Hall will be rehabilitated with some exhibits in place by July 1986. The development work will be completed by 1992.

7. *Is the Foundation interested in collecting artifacts, letters, and similar articles concerning either Ellis Island or the Statue?*

The National Park Service is interested in collecting appropriate artifacts, letters and memorabilia for the National Monument. Before sending anything, the donor should contact the Superintendent, Statue of Liberty National Monument, Liberty Island, New York, N.Y. 10004 to arrange the donation.

WHERE TO SEND FUNDS

Once your association or student group has completed its collection, send one check to: The Statue of Liberty-Ellis Island Foundation, Inc., P.O. Box 1986, New York, N.Y. 10018. Donations are tax-deductible.

A certificate of appreciation will be sent to the school. A record will be maintained of all schools that contribute and will be entered on a permanent Register of School Contributions to be displayed at the museum of the rebuilt Statue of Liberty.

For more information contact: Liberty Centennial Student Campaign, Statue of Liberty-Ellis Island Centennial Commission, 101 Park Avenue, Suite 1205, New York, N.Y. 10178.

THE HISTORY OF THE STATUE OF LIBERTY

Edouard de Laboulaye (1811–1883) was a key figure in the Statue of Liberty's development as a gift from France. He was a prominent French republican politician, known for his written history of the United States and for his knowledge of American constitutional history. Laboulaye despaired of France developing a stable government. He believed that the great ideals of democracy had come to fruition in the United States and often cited American incidents in political discussions.

According to Bartholdi, the Statue's designer, Laboulaye first suggested building a monument to American independence, demonstrating the common bond between the two nations, at a dinner in 1865.

The French people had been deeply moved by President Lincoln's assassination. The republicans thought that this event provided an opportunity to present a symbolic gesture. At first, a medal was struck in honor of Lincoln. When the French Republic was reestablished in 1873, it seemed the time was ripe to press their ideas about a Statue of Liberty as well.

In 1871, while traveling extensively in the United States, Bartholdi selected the site for the Statue — Bedloe's Island in New York harbor. He even thought that Congress might support his plans. On returning to France, Bartholdi enthusiastically proposed a gigantic monument which would be the biggest built since ancient times.

It was nearly five years more before the project was made public. In 1875, a French-American Union was established to supervise the project. Laboulaye headed the organization in France. Liberty, in fact, was a password for French liberals. The republicans hoped to persuade other Frenchmen of its importance by making this gift to America.

Making large monuments was fashionable during this period. Bartholdi certainly enjoyed the creation of such works of art. Although he did not imitate the great Egyptian sculptures of antiquity directly, he did consider them in his planning. Bartholdi had previously spent two years designing a sculpture for the Suez Canal which was never built, but he put his work to good use as the basis for the new project.

Comparison of the Statue's face with the face of Bartholdi's mother shows the clear resemblance of the two. The statue was based in the classical tradition, but was not a direct copy. The seven rays in the crown referred not only to the seven seas but also to the seven continents and to the seven planets known at that time. In addition, Bartholdi's family emblem was a sunburst. In early models, the arm held a broken vase and a broken chain before it held a tablet.

The best vantage point for viewing the Statue is from a ship in the harbor moving toward New York City. The island vantage point is too close; the back is not very exciting. The Battery Park view is too far away. As Bartholdi intended, it is designed to be viewed from a ship's deck. Although the statue does not really face Europe, it seems to do so — a fact that appealed to Bartholdi.

The Statue's construction was a complex process. First a clay model was constructed. Then the model was enlarged three times in plaster. The final enlargement was full-scale components for the statue. Using large wooden forms, copper sheets were hammered to the shape of the plaster molds. But the problems were so immense that Bartholdi called in a structural engineer for guidance. After the first engineer was

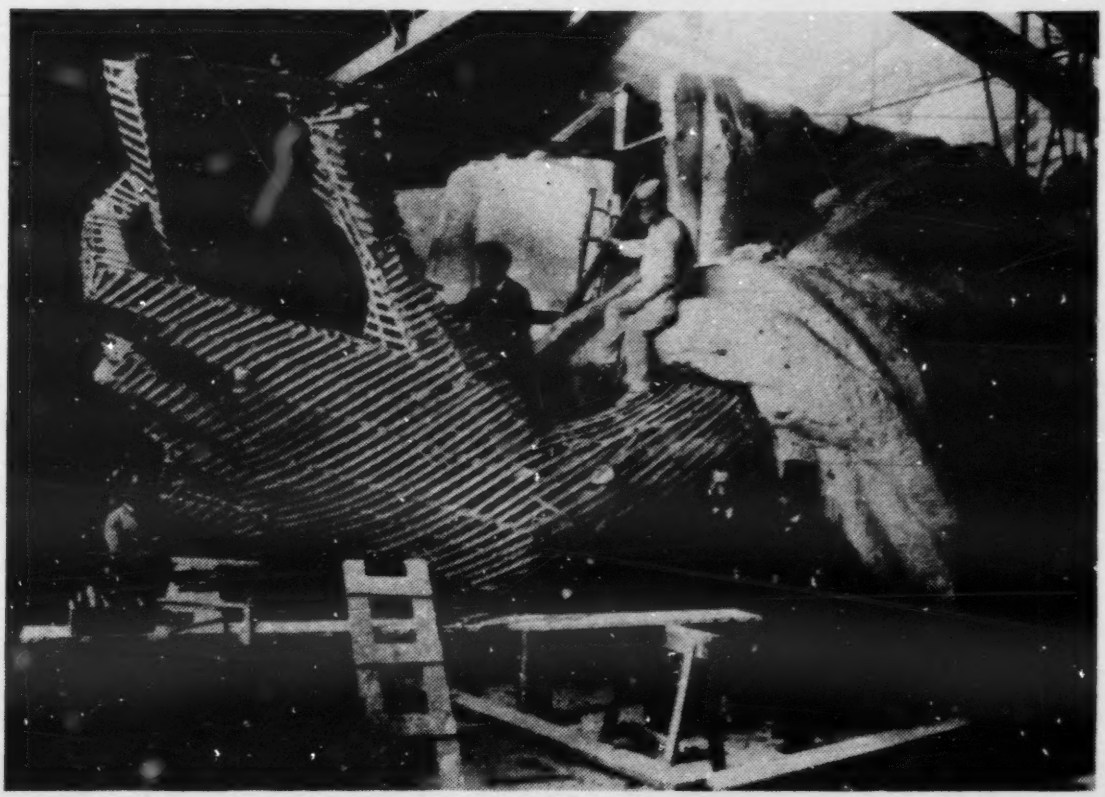
unsuccessful, he turned to Gustave Eiffel. Eiffel viewed the Statue as a challenge to engineering technology, one which he was happy to meet. His interior structural design was as much in advance of his time as the Statue itself reflected classical design. Eiffel's design called for an exceedingly strong interior truss structure attached to a pylon and a type of floating connection of the skin to this structure with ever lighter trusswork. This became the curtain-style of architecture, used in most skyscrapers today.

The Americans were responsible for the design of the base. General Charles P. Stone, a Civil War veteran, was in charge of developing and building the pedestal on which the colossus could rest for all time. He used concrete and steel in new ways to support the heavy Statue. The pedestal design was by Richard M. Hunt who had associations with both France and the United States.

Paying for the Statue was a complex matter. Laboulaye and his committee were able to raise the funds rapidly in France, including much from schoolchildren. The Americans had much more difficulty. Congress accepted the gift and provided its site, but did not appropriate any money for the pedestal. Governor Grover Cleveland vetoed the $50,000 which the New York State legislature voted. Although all types of fund-raisers from art auctions to the sale of signed models were tried, the public demonstrated little interest. More than half of the funds had been raised by 1883, but the project nearly failed. Then, Joseph Pulitzer, owner of many newspapers including the New York World and himself an immigrant, lent a hand. He first blasted the rich for not contributing for the needed money themselves and then stressed that the statue was a symbol for all Americans. Finally, he published the names of every contributor. More than 121,000 people eventually donated money to the project.

On October 28, 1886, the Statue of Liberty Enlightening the World (its original title) was unveiled amidst great celebration by Bartholdi. Grover Cleveland who had become President, presided at the festivities.

Emma Lazarus's poem was just one expression of what seemed to be the most significant role of the statue, that of being a symbol of America as an open door for people from the rest of the world. It remains such a symbol today, one requiring help in order to continue its role for the nation and the world in the future.



THE HISTORY OF ELLIS ISLAND AND ITS ROLE IN IMMIGRATION

An Immigration Station. Prior to 1890, immigration was handled by the states. Continuing concern about corruption, particularly at the New York station at Castle Garden, forced a change. The federal government wanted an isolated immigration station in New York. Although Bedloe's Island was originally suggested, the Congress forced the government to locate its new station on Ellis Island, which would not conflict with the Statue of Liberty and would rid New York harbor of a continuing problem, the powder magazine there.

Ellis Island itself had originally been only about three acres in size and just above high water. Its territory was extended with landfill from the new subway system and from ships' ballast. The water near the island was too shallow for even most small boats, and so the first government expense was the construction of a suitable shipping channel with accompanying docks. While buildings were being constructed, immigrants were processed at the Barge Office at Battery Park.

The new immigration station opened in 1892, with a main building capable of handling the baggage of 12,000 people and the processing of 10,000 immigrants daily. Other buildings included a hospital group, a boiler house, a laundry and an electricity plant. Water was supplied by well and gathered in cisterns. The first superintendent was John B. Weber, who presented a ten-dollar gold piece to the young Irish girl who passed through first. Heavy immigration from the eastern and southern European countries primarily went through Ellis that year.

Unfortunately, the wooden buildings burned in 1897, destroying many of the early records including those from Castle Garden. While new fireproof buildings were built, the immigration authorities returned to the Barge Office and nearby houses.

In 1900, the main building that stands today was opened. New structures were designed to process only 5,000 immigrants daily, based on declines which had occurred in the late 1890s for several reasons. Rather quickly, many passengers began to flow through Ellis Island, particularly in the years before World War I.

World War I had a tremendous impact on Ellis Island. Immigration in 1915 was only 25 percent of that in 1914, and by 1918, only 3 percent as many immigrants were arriving. This reduced the number of trained workers, but also allowed more careful medical examinations and questioning. Once the United States entered the war, the army and navy both used the island for their own purposes. At this time, inspection was conducted on board the ships or at the piers.

After the war ended, many immigrants flowed through Ellis Island again. Not until

Construction of the Statue of Liberty in Bartholdi's warehouse workshop in Paris during 1882 and 1883 was done with the guidance of wood and plaster mock-ups, which in turn were built from smaller scale models. The sculptor, second from right, and a visitor and several assistants are shown with a section of Liberty's left arm. Copper sheets were hammered to the shape of the plaster forms and finally riveted together to form the 151-foot-tall statue now standing in Upper New York Bay. (Photo: Rare Books and Manuscripts Division, New York Public Library, Astor, Lenox & Tilden Foundations. From "Album des Travaux de Construction de la Statue Colassale de la Liberte Destinee au Port de New York," Paris, 1883.)

new quota laws became effective did immigration slow down significantly. The stringent laws of 1924 limited total immigration to just 164,000 a year. Thereafter, immigrants were also inspected and selected in their country of origin. Only doubtful cases (less than 300 a day) went to Ellis.

During World War II, the island was used by the Coast Guard and as a center for enemy aliens. During this time, disintegrating records were copied on microfilm. After the war, the island was mostly abandoned. Finally in 1954 it was closed permanently.

The Immigration Process. When it first opened, Ellis Island had very simple procedures. The immigrants were brought to the island on barges from their ships. They went to the second floor for medical examinations and interrogations. Some were detained for further examination. The others went through ten lines to answer questions required by law. If they passed, they were separated according to destination. Finally, they would use other services such as the money exchange before leaving Ellis Island to begin life in the United States.

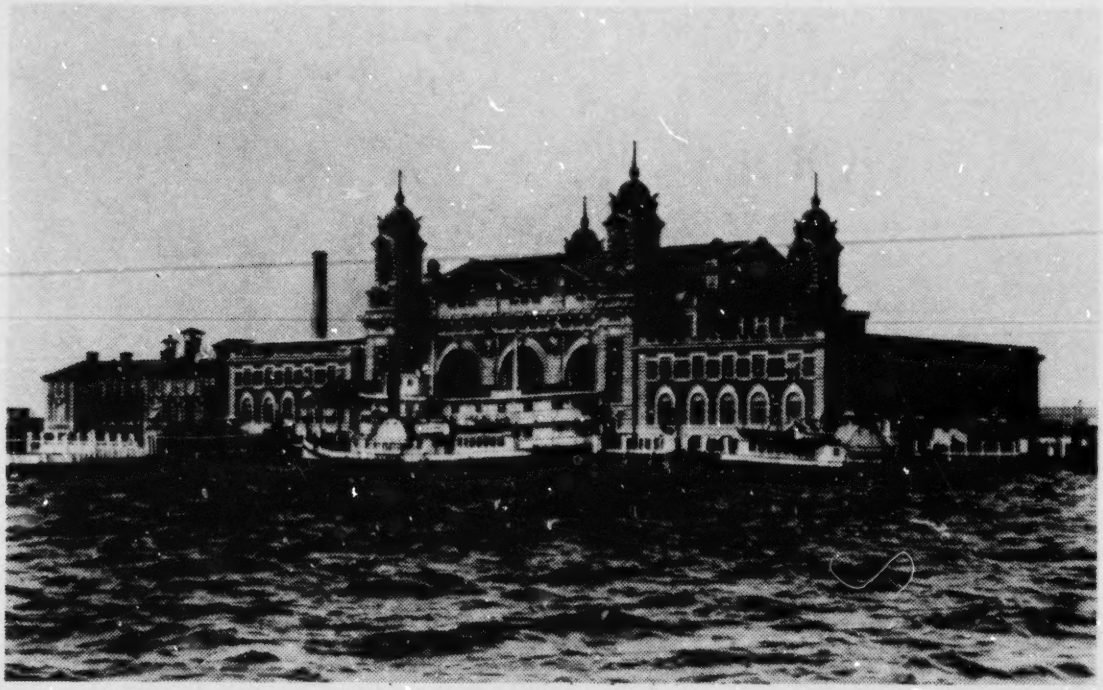
As the government sought to restrict immigration, the questions and procedures became slightly more complex. Steamship lines were required to ask the immigrant passengers certain questions, record their answers, and turn the data over to the immigration officials. These officers would check the immigrant responses to their questions against the ship manifests. In addition, there were laws about the amount of currency required in order to avoid becoming a ward of the government. Often, particularly in later years, a sponsor was required as well.

All immigrants first entered the main building and checked their baggage. They then proceeded to the medical examinations, carefully planned to reveal as much as possible in a short time. As they walked up the stairs to the registry hall, doctors checked for evidence of breathing difficulties, for abnormalities, or for physical handicaps. At the top of the stairs, eyes, hands and throats were checked. The doctors were often called the "six-second" doctors for the brevity of their examinations. All questionable immigrants were set aside, sent either to the contagious ward until a disease had passed, to the hospital for further checking and treatment, or to finally be rejected for physical reasons.

After the medical inspection was passed, immigrants joined one of the lines to answer the legal examination questions. At one time, there were as many as twenty-two lines in the registry hall. The questions were simple ones checking name, skills, job opportunities, money, country of origin, sponsor, and any defects such as criminal activity, madness, or radical political philosophies. Each legal inspector had about two minutes to make a decision and to record responses to the questions, comparing them to the original manifests. Often, an interpreter was needed to make sense of the questions. Although sometimes names were changed, this was not deliberate and was usually the result of phonetic spelling of the name in English as it had sounded in the foreign language. At this point, most immigrants would have been on the island a few hours. Eighty percent would make it through on this first day.

After being admitted, the immigrants would purchase railroad tickets if going further on in the country or wait to board the ferries back to New York. They might visit the money exchange to change money, buy a snack at the snack bar, or meet with members of one of the societies which helped various immigrant groups. If they were lucky, they would soon join friends or relatives to begin life in their new country.

Those detained would be examined by boards of inquiry, consisting of immigration inspectors assigned on a rotating basis. Often, they simply needed more information or some evidence that a job or sponsor awaited. Within the next month, another eighteen percent would make it into the country. Only two percent were ever denied admission to the United States at Ellis Island.



The debarkation site for immigrants at Ellis Island, photographed shortly after its completion. Ellis Island was the primary entry point for immigrants and more than 17 million were processed here for a new life in America. With their descendants, they account for some 100 million of the present U.S. population, or about 40 percent. Photo: National Park Service, Statue of Liberty National Monument.

Immigrants shown arriving by ferry at Ellis Island early in the century. Photo: U.S. Immigration & Naturalization Service

HOW TO SET UP A LIBERTY CENTENNIAL SCHOOL OR ASSOCIATION CAMPAIGN

1. Select an advisor/coordinator.
2. Form a "Liberty Committee" comprised of all segments of the student body.
3. Establish a system for maintaining records.
4. Convene the committee and set a goal for a fund-raising campaign.
5. Establish a slogan.
6. Plan fund-raising events, including dates, procedures and publicity.
7. Research the history of the Statue of Liberty and Ellis Island and determine how to distribute it to students or the community.
8. Plan a calendar of "Liberty" events and make up all items needed (brochures, posters etc.) to describe the restoration project.
9. Organize a media contact list with names and addresses and phone numbers of newspapers, radio and TV stations.
10. Establish an account in which to place money for fund-raising events.

SUGGESTED FUND-RAISING ACTIVITIES

Contests

— Develop a slogan for the campaign.
— Design a campaign poster.
— Compete with other classes to collect the most money.
— Choose the "Super Salesperson" (the one who collects the most for the Statue)
— Design a pictorial depiction of the word liberty.

Individual

— Donate a specific sum to make the school goal.
— Collect within a neighborhood.
— Develop a speech to raise funds and present it to local civic groups.
— Offer services to others and donate your profits to the fund.
— Ask local businesses to donate funds or merchandise.

Group

— Hold a dance or other school event and donate part of the proceeds.
— Hold a paper drive.
— Collect aluminum cans and donate proceeds.
— Have a bake sale featuring ethnic foods.
— Collect ethnic recipes, make a cookbook and sell it, donating the profits.
— Sell posters, bumper stickers, buttons or other products.
— Sponsor a bike-a-thon, job-a-thon, or other event, donating proceeds.
— Present a concert or play for the public, donating part of the proceeds.
— Hold an ethnic food festival, charging admission.
— Make an ethnic craft item and sell it, donating the profits.
— Offer a service to the community, charging a standard fee (e.g. snow shoveling).

Immigrants at Ellis Island were generally given simple but hearty meals of stew and other foods known to most nationalities. Photo: U.S. Immigration & Naturalization Service

A ticket office at Ellis Island sold immigrants railroad passage to destinations all across the U.S. Photo: U.S. Immigration & Naturalization Service

Teacher Barbara Marx dressed like the Statue of Liberty to heighten interest in the renovation project among her students at the Raymond B. Pinchbeck Elementary School in Richmond, Va. Photo: The Richmond News Leader, Rich Crawford

A popcorn sale, Book Fair, and individual donations to the Statue of Liberty preservation fund were coupled with studies of the statue and Ellis Island at the Gallimore Elementary School, Livonia, Mich. Second graders Tim Washenko and Kristi Darkowski show the enthusiasm that made the program a success. Photo: Plymouth Observer, Livonia Mich., Bill Bresler

SUGGESTED CLASSROOM ACTIVITIES

RATIONALE

Study focused on the symbols of the Statue of Liberty and Ellis Island can lead students to develop a greater comprehension of the role of immigration in American life, the importance of freedom and liberty as national goals, the development of a multicultural society, and the possible future of ethnicity in this society. The topics lend themselves to multidisciplinary explorations at all levels of instruction. Projects focusing on immigration and freedom are highly motivating for students, frequently involving them in explorations or their own heritage, the makeup of the local community, the background of their state and the cultural bases of the United States. The following suggestions merely scratch the surface of the myriad possibilities that exist for all students, regardless of their ability.

ACTIVITIES

Language Arts

— Read stories about immigrant experiences and use them as the basis for a fictional story recording your own experiences as an immigrant.
— Trace the origins of specific words as they have entered English from other languages.
— Prepare research reports about the Statue of Liberty, Ellis Island, the meaning of cultural pluralism in the United States today or famous immigrants.
— Clip articles from newspapers and other media sources that discuss the Statue and Ellis Island and arrange them in a display.
— Write letters to businesses explaining the restoration project.
— Write a letter to a friend describing your participation in the Centennial.
— Write a letter to the editor that might have been written by an immigrant in the early 1900s.
— Write a newspaper article, prepare a TV script or develop an advertisement which can be used to publicize the campaign in your community.
— Pretend you are in the crown of the Statue. Write a paragraph describing the sounds you hear or make a tape that demonstrates the sounds.
— Develop a word puzzle using vocabulary about Ellis Island and the Statue of Liberty.
— Identify the figures of speech in the poem by Emma Lazarus.
— Pick a favorite cartoon character. Write a dialogue describing his visit to the Statue of Liberty or Ellis Island with you as a tour guide.
— Plan and execute a travel brochure to attract foreign visitors to these sights.
— Interview an immigrant and record, orally or in writing, the response of the person to the United States.
— Write a poem expressing your feelings about freedom.

Social Studies

— Write a newspaper article describing the original dedication.
— Role play the original discussion about building the Statue of Liberty.
— Research other historical monuments of the United States and compare their importance with the Statue of Liberty and Ellis Island as symbols.
— Ask recent immigrants to address the class, explaining why the United States is now their home.
— Write a speech that might have been deliv-

ered at the original dedication or one which might be given at the Centennial celebration by the President.
— Prepare a chart showing reasons why different immigrant groups came to the United States.
— Develop a job resume for an immigrant seeking work in 1840, 1898, 1924 and 1954.
— Develop a history of your town and present it, either as a television show, a slide show, or a written booklet.
— Prepare a newspaper column that might have appeared on the opening of Ellis Island in 1892.
— Examine the customs and traditions of ethnic groups which are important in your local community.
— Prepare a display of ways in which immigrants adjusted to life in the United States.
— Trace the development of immigration laws in the United States and explain the impact of those laws on the immigration figures.
— Make a map showing where immigrants came from at different times in our nation's history.

Foreign Language
— Write to a French school about your participation in the project.
— Develop a bulletin board explaining the French view of the Statue of Liberty.
— Prepare a report of how French has influenced English.
— Research and report on the lives of the engineers and artisans involved in building the Statue.
— Learn songs and games which come from France and are played in some parts of the United States today.

Mathematics
— Develop a set of problems using the statue's dimensions (addition, subtraction, multiplication, metric conversion).
— Calculate the cost and profit for your fundraising projects.
— Develop a budget for a field trip to the Statue of Liberty and Ellis Island.
— Study how inflation has affected the cost of restoration as opposed to original construction for both Ellis Island and the Statue of Liberty.
— Make line graphs showing immigration from various areas over time.
— Make a pie graph showing the ethnic composition of your state or community.

Science
— Using a penny, study the effects of salt water on copper.
— Study the effects of pollution on the buildings at Ellis Island and on the pedestal.
— Research the tools and technology needed to construct the Statue of Liberty.

Home Economics
— Make an ethnic costume and present a fashion show.
— Research the influence of immigrant dress on fashion design.
— Compile ethnic recipes in a booklet.
— Explore how immigrants differ from culture to culture.

Journalism
— Write a press release for local media about your school campaign.
— Write letters to the editor of the local newspaper.
— Draw an editorial cartoon supporting the campaign.
— Prepare a slide show on your community for the media.

Art
— Design a logo for your local campaign for the centennial celebration.
— Design a bulletin board showing changes in life between 1886 and 1986.
— Plan a museum exhibit for an immigrant group, perhaps your own.
— Make a poster which illustrates Emma Lazarus's poem.

— Make a model of the Statue of Liberty.
— Try one or more crafts associated with a specific immigrant group.
— Design a coat of arms for your family which uses symbols of significance to you.

Music
— Write a song for the centennial celebration to use in your campaign.
— Learn songs from various immigrant groups.
— Research the importance of immigrant musicians.

Drama
— Write and present a play about the Statue of Liberty and its importance.
— Read a play written by an immigrant.
— Prepare and present skits reflecting the Ellis Island experience.

Vocational Training
— Construct a replica of the Statue of Liberty. This can be used to record progress in your school's fundraising effort.
— Examine the engineering and electrical design of the Statue of Liberty.
— Construct a plan for the restoration of Ellis Island and build a model of it.

FIELD TRIPS

The Statue of Liberty and Ellis Island make excellent field trips for students of many levels. Arrangements should be made in advance for both ferries and tours.

THE AMERICAN MUSEUM OF IMMIGRATION

A major attraction at the Statue of Liberty is the American Museum of Immigration. A group of concerned Americans first suggested the idea to President Eisenhower in 1954 as a way to honor our nation's immigrant heritage. He approved, and a fundraising campaign raised money from hundreds of ethnic organizations and individual citizens.

The museum opened in 1972 at the Statue of Liberty and houses a permanent display featuring more than forty ethnic groups who have made significant contributions to our culture. The reasons for coming are reflected in the lives of both the famous and the unknown. The museum's chronological displays range from the first Spanish explorers to today's immigrants. Special exhibits and traveling exhibits explore topics not covered in the permanent displays.

VISITING THE STATUE OF LIBERTY

The Statue of Liberty is open throughout the year. A self-guided tour takes about one hour. Ferry trips take 20 minutes each way. Lines are often in evidence during the spring and summer. Reservations for groups may be made no later than two weeks in advance for groups up to 50. Call (212) 732-1236. Workshops available include: 1) Constructing America's Great Lady, 2) Ellis Island, 3) Urban Immigrants, 4) Ocean Crossing and 5) Women Immigrants. Films are also available. Pre-visit kits including vocabulary, history sheets and activities are sent after reservations are made. The Circle Line ferry leaves from Battery Park every hour on the hour from 9:00 a.m. to 4:00 p.m. Additional sailings are provided in the spring and summer months.

VISITING ELLIS ISLAND

Ellis Island is open only from early May to late October. All visitors must take the free guided tours which last approximately one hour. Transportation is via the Circle Line ferry from Battery Park, New York or from Liberty State Park, Jersey City, New Jersey. Current schedules can be obtained by calling (212) 732-1236. To visit Ellis Island, first make a ferry reservation by calling (212) 269-5755 from New York or (201) 433-4461 from New Jersey. Group reservations of up to 100 are made on weekdays only. Then make a reservation by calling (212) 732-1236 for your tour. Special environmental tours can be arranged for groups of up to 25 students.

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Statue of Liberty National Monument
Liberty Island
New York, N.Y. 10004

The Balch Institute
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Philadelphia, Pa. 19106

Central Reference Section
The National Archives
Washington, D.C. 20408

Museum of American History
Smithsonian Institution
Washington, D.C.

U.S. Dept. of Justice
Immigration and Naturalization Service
26 Federal Plaza
New York, N.Y. 10007

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A variety of official Liberty Centennial items under license soon will be available from Hamilton Projects, Inc., P.O. Box 1986, Murray Hill Station, N.Y., N.Y. 10056.

The following audio-visual materials can be used to supplement the teaching of American heritage and values during the Statue of Liberty/Ellis Island Centennial.

Explanatory Symbols

P = Primary grades K-3
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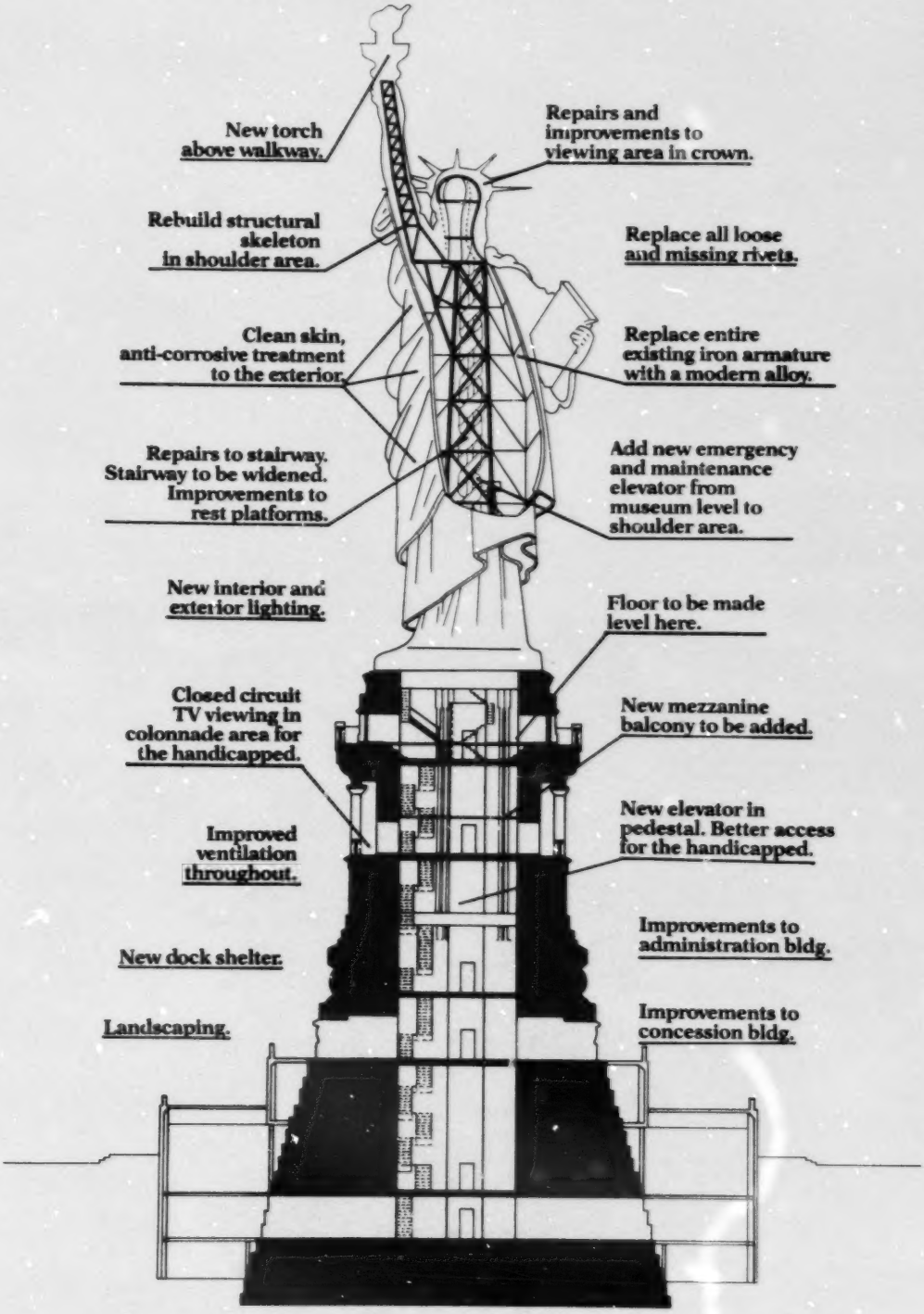
New torch above walkway.
Repairs and improvements to viewing area in crown.
Rebuild structural skeleton in shoulder area.
Replace all loose and missing rivets.
Clean skin, anti-corrosive treatment to the exterior.
Replace entire existing iron armature with a modern alloy.
Repairs to stairway. Stairway to be widened. Improvements to rest platforms.
Add new emergency and maintenance elevator from museum level to shoulder area.
New interior and exterior lighting.
Floor to be made level here.
Closed circuit TV viewing in colonnade area for the handicapped.
New mezzanine balcony to be added.
Improved ventilation throughout.
New elevator in pedestal. Better access for the handicapped.
New dock shelter.
Improvements to administration bldg.
Landscaping.
Improvements to concession bldg.

VITAL STATISTICS OF THE STATUE OF LIBERTY

Height from base to torch	151 ft. 1 in.
Steps in Statue from base to torch	171 steps
Height from base of foundation to torch	305 ft. 1 in.
Heel to head	111 ft. 1 in.
Height of torch	21 ft.
Length of hand	16 ft. 5 in.
Index finger	8 ft.
Circumference of finger at 2nd joint	3 ft. 6 in.
Size of fingernail	13 x 10 in.
Chin to cranium	17 ft. 3 in.
Head thickness from ear to ear	10 ft.
Distance across eye	2 ft. 6 in.
Length of nose	4 ft. 6 in.
Length of right arm	42 ft.
Greatest thickness of right arm	12 ft.
Greatest thickness of waist	35 ft.
Width of mouth	3 ft.
Length of tablet	23 ft. 7 in.
Width of tablet	13 ft. 7 in.
Thickness of tablet	2 ft.
Height of granite pedestal	89 ft.
Height of foundation	65 ft.
Steps in pedestal	167 steps
Windows in crown	25 windows
Rays of diadem (representing the seven seas and seven continents)	7
Inscription on tablet in left hand commemorating Declaration of Independence	July 4, 1776, in Roman numerals
Weight of copper used in Statue	100 tons
Weight of steel used in Statue	125 tons
Total weight of Statue	225 tons
Copper sheeting covering Statue (thickness varies because of hammer forming)	1/8 to 3/32 in. thick

OFFICIAL SCHOOL POSTER AVAILABLE ON REQUEST

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The New York Times